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ABSTRACT

This teaching guide was developed by the Summer Program Academic Resources Coordination Center (SPARCC) in Loudonville, New York. SPARCC was a migrant education grant that developed and helped implement model summer migrant education programs in New York, Virginia, and Florida. This guide provides directions for preparing learning packets to accompany children's books. The packets provide educators and parents with ideas and materials to extend student learning. Steps for preparing packets include the following: (1) choose appropriate children's literature, i.e., books that are multicultural, multi-racial, or unbiased; (2) read the child's book and find a basic theme such as careers, death, and being a friend; (3) write two or three objectives related to the theme of the book; (4) implement applied learning activities to fully involve students in literature, including 15 suggested activities, such as question-guided discussion, journal writing, story frame, plot charts, and story map; and (5) choose at least two articles from parenting books or magazines to include in the packet that related to objectives. Also included are suggestions for putting the packets together; examples of literature webs that illustrate the way literature can be integrated into other content areas; an example packet format; and four additional learning activities aimed at improving student reading comprehension. (LP)

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SUMMER PROGRAM ACADEMIC RESOURCES COORDINATION CENTER

(SPARCC)

PACKET PREPARATION

Rc 0180732

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Summer Program Academic Resources Coordination Center

WHAT IS SPARCC? SPARCC was a 1203 grant which developed and helped implement model summer migrant education programs in New York and Virginia. These programs coordinated with school year programs, involved parents and included a packet/whole language approach.

WHAT DID SPARCC ACHIEVE?

1. SPARCC staff prepared a manual which included the following:

   - Detailed information on summer program options and sample programs.
   - Information on networking with Florida home base schools.
   - A bibliography of good literature for the selected themes of multiculturalism, health and fitness, family and self-concept, and careers.
   - Information on whole language.
   - Suggestions/directions on packet preparation.
   - Other curriculum ideas.

2. SPARCC staff developed 80 learning packets for preschool, primary, intermediate and secondary levels which focused on five themes including family and self-concept, health and fitness, multiculturalism, careers and potpourri.

3. SPARCC offered workshops on the following:

   - *Summer Program Options*: overview of numerous summer programs keyed to the special needs of the particular migrant population; special curriculum options.
   - *Whole Language*: background information, philosophy, themes, using "good literature", the packet approach, integrating whole language into the content areas, make'n take.
   - *Parent Involvement*: suggestions for migrant educators to help involve more parents in more of their children's educational activities; practical ways for parents to be an integral part of their child's education.

WHEN? SPARCC was funded from January 15, 1991 through February 15, 1992.

WHO? Florida, Virginia and four (4) New York Tutorial Outreach Programs participated.

HOW CAN SPARCC HELP ME? The SPARCC manual and master copies of the packets and the workshops are now available through the Program Coordination Center ESCORT.

FOR MORE INFORMATION:

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S.P.A.R.C.C. was funded by USDE, Migrant Division, through the New York State Education Department School Improvement and Migrant Educaiton.

PACKET PREPARATION

The following are steps to follow to make "packets" to accompany good children's books. The packets provide educators and parents with a good children's book as well as ideas and materials to "extend" the child's learning.

1. Choose good children's literature (ie: multi-cultural, multi-racial, unbiased, appropriate print, etc.)

2. Read the child's book.

3. Find a basic theme ie: careers, death, being a friend, fear, etc. Example: Charlotte's Web could deal with friendship, the cycle of life, spiders, etc. Be certain there is a connection between the book and your theme. Students will become confused if the packet activities don't relate to the story.

4. Write your objectives being sure they are related to the theme. Two or three objectives are sufficient.

5. The suggested applied learnings or activities prime purpose is to absorb, immerse, and fully involve students in literature. Some ideas are as follows:

   a. Discussion - this should generate different levels of thinking. Using a series of questions is a good approach.

   b. Writing - this could include dialogue journals responding to the reading, book making/publishing (shape books, circle books, mini books, giant books, pop-up books, baggie books), 5 minute pre-writing everything they know about a topic, reactions to characters or events, changing major events and the effects of the change.

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*c. Story frame - focus on basic story content including setting and main characters. Compose a fill in the blank paragraph which is appropriate for the particular story. For example:

The story takes place_____. The main character_____ who _____. A problem occurs when _____. This is resolved by _____. The story concludes with_____.

*d. Plot relationship charts - such as:

Somebody	Wanted	But	So

*e. Story map - focus on literary essentials such as main characters, the setting, the problem, events, the solution and the theme of a story. Provide the students with these headings and let them complete the necessary information.

*f. Prediction chart - such as:

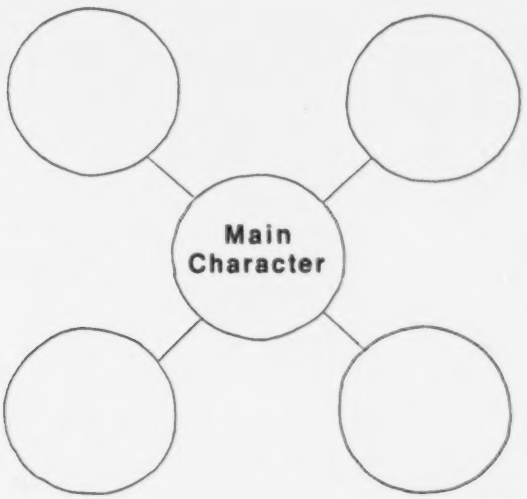
	Part ie: by pages or chapter	What I predict will happen	What actually happens
ex.	Chapter 1	Student gives his/her thoughts	John Anable does not slaughter the pig because Fern begs him not to

*g. Knowledge chart - Such as:

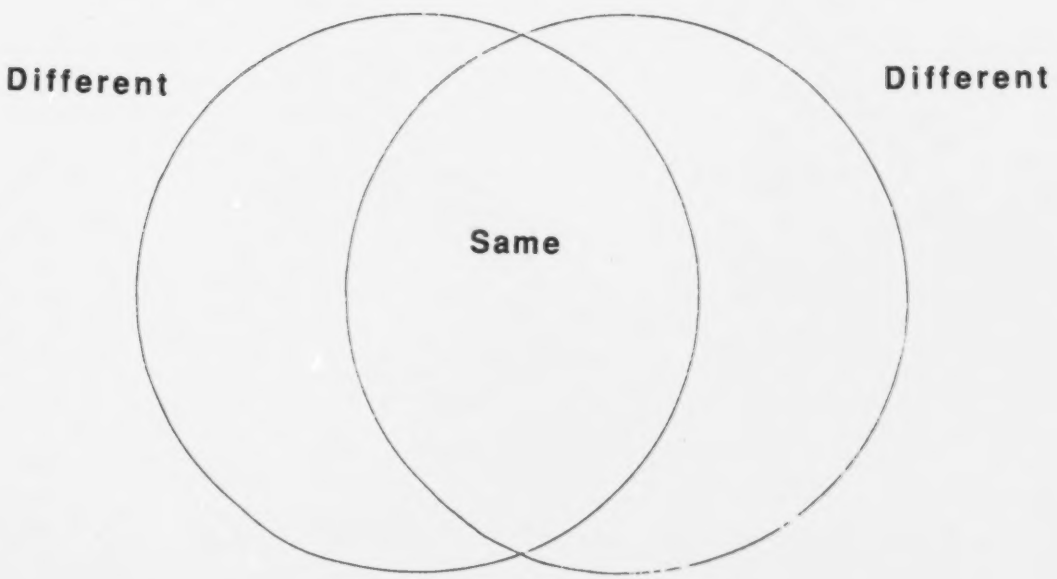
Prior knowledge about_____	New knowledge about

*h. Story summary - student will summarize chapters of segments in order to enhance comprehension.

*i. Character map or web - focus on main character in a story and their traits based on their actions in the story.



*j. Compare/contrast chart - focus and analyze likenesses and differences in characters, events and outcomes or compare and contrast similar stories.



*k. Story pyramid - provide a vehicle to state who the main characters are, what the setting is, what the problem is, the main event in the story and the resolution.

Story Pyramid

1. Name of main character
2. Two words describing main character
3. Three words describing setting
4. Four words stating problem
5. Five words describing one event
6. Six words describing second event
7. Seven words describing third event
8. Eight words stating solution

Student _____

Name of Book _____

Author _____

l. Flannel boards - excellent to reinforce following directions, retelling of story, sequencing and matching.

m. Game boards - should progress from left to right as we read.

Note: if game pieces are used with pre-school children, they must be big enough that they will not pass through a toilet paper roll. Objects which will, could be a potential hazard. Young children put things in their mouths and could choke on them.

n. Arts and crafts ideas - to extend the student's thinking about and enjoyment of the book.

o. Puppets - paper bag puppets, stick puppets, sock puppets.

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* These items adapted from Responses to Literature by James Macon, Diane Bewell, Mary Ellen Vogt, International Reading Association, 1991.

7. Choose at least 2 articles to include in the packet. Articles which relate directly to the objectives are best. Try to find articles from parenting books or magazines that the parents and staff will enjoy. Articles on good parenting are always appropriate.

   Example - Charlotte's Web packet might include an article about:

   a. Children's friendships
   b. Facts about spiders
   c. Death and Dying

ITS HELPFUL TO LOOK FOR RESOURCES EVERY WHERE YOU GO!
Resources may be in the: library, doctor's office, grocery stores, post office, vets office, animal shelter
Also: magazines and government offices

IF YOU CAN'T USE GATHERED INFORMATION IN THIS PACKET, IT MIGHT BE USEFUL FOR A FUTURE PACKET!

8. The following are helpful hints concerning the actual making of the packet:

   a. Mounting and laminating protect materials from wear and tear

   b. Type the cover sheet AFTER the packet is prepared, as you might make changes between your idea sheet and when you actually make up the activities

c. Make certain your cover sheet includes all activities in the packet

d. Always have a border. This helps the child or adult to focus their attention in toward the center of the page

e. Be sure all print is legible

f. All directions should be clear and easy to understand

g. Use card stock or mount on construction paper and laminate or cover with clear contact paper.

h. Remember size. All activities will have to be transported. Try to keep everything small enough to fit into a large envelope. If a game board needs to be larger, design it to be folded. A good rule of thumb is the size of a file folder.

i. Use color and graphics as much as you can to make the materials as attractive as possible.

j. Proof read EVERYTHING

Suggested packet format
This information should be on the front
of a laminated manila envelope.

BOOK TITLE (BOLD PRINT)

Author:

Illustrator:

Publisher:

Summary or description of book:

Objective(s) of packet: What you'd like the child to learn from this packet. Choose a theme which is closely related to the book.

Suggest Applied Learnings:

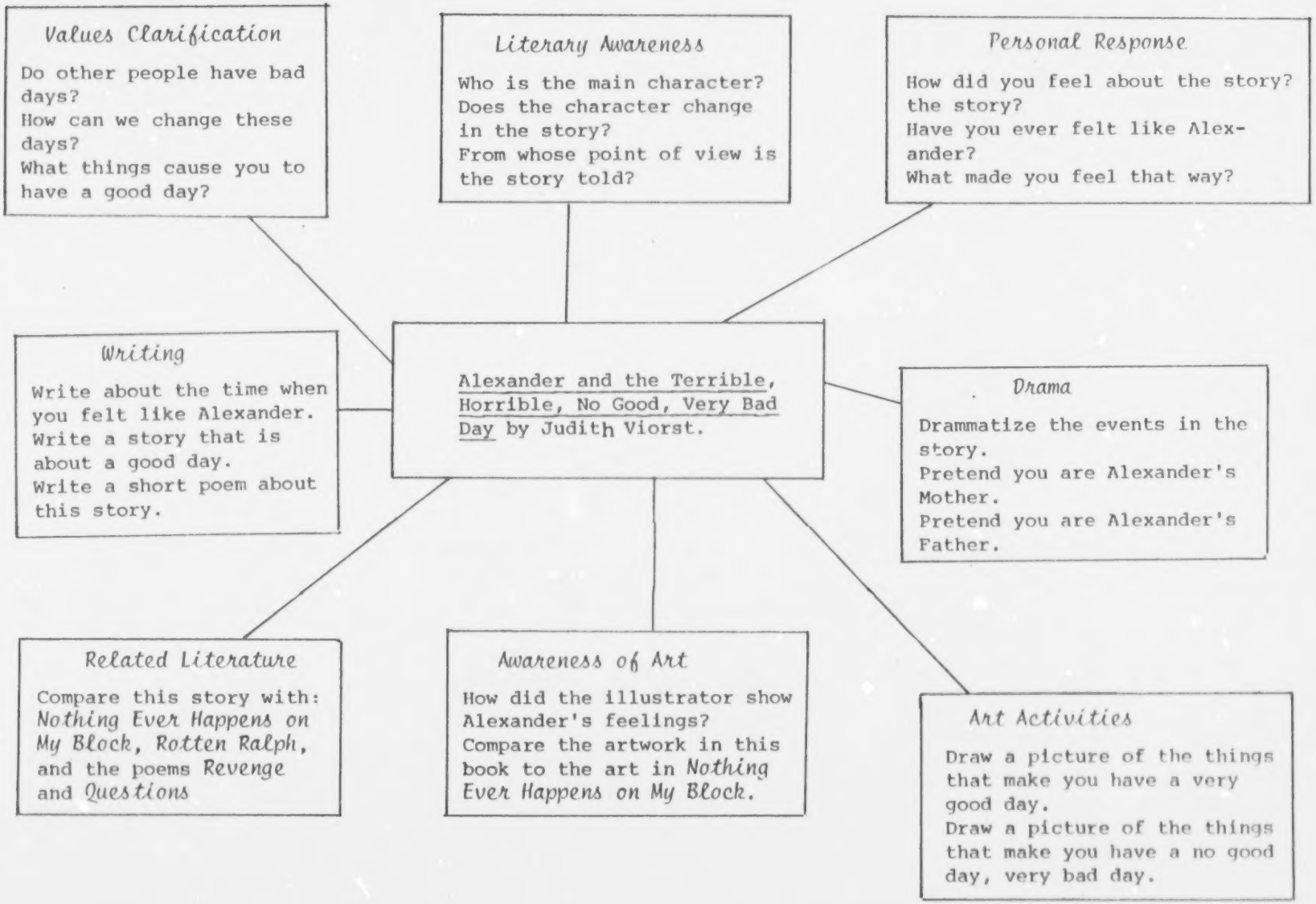
Design with the whole language approach in mind. A minimum of 5 activities which relate to the objectives and theme. List these individually. If unique materials are needed ie: paper plates, craft sticks, yarn, list those materials needed under the individual activities.

Parent/Staff Readings:

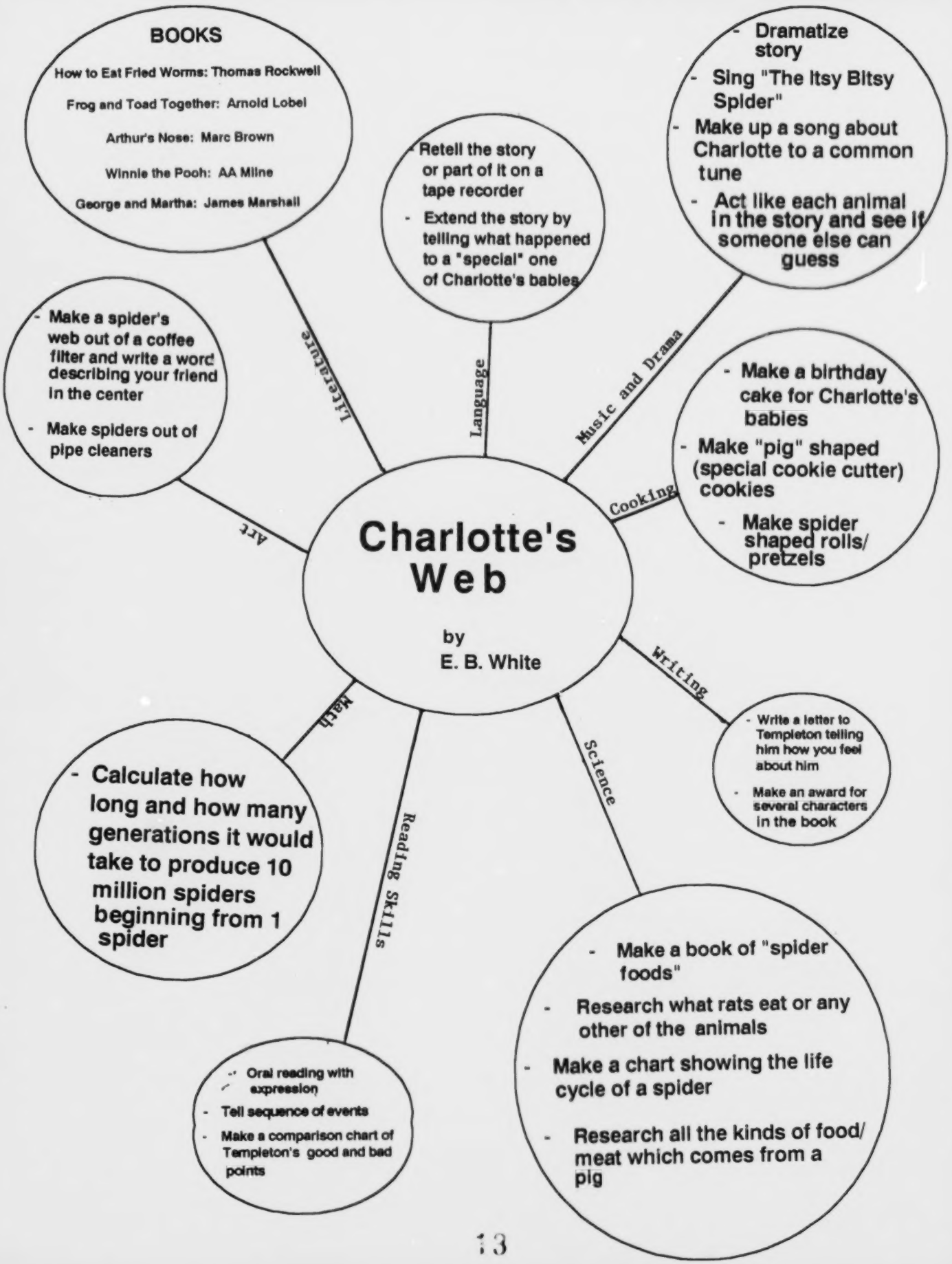
Find several articles or brochures which tie in with the theme or are pertinent to parent and/or staff needs and interests. List titles. Suggested sources: Parent magazines, Cooperative Extension, doctor's offices, Health Department.

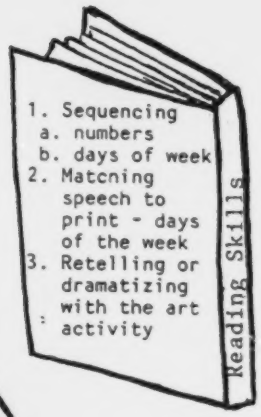
Level

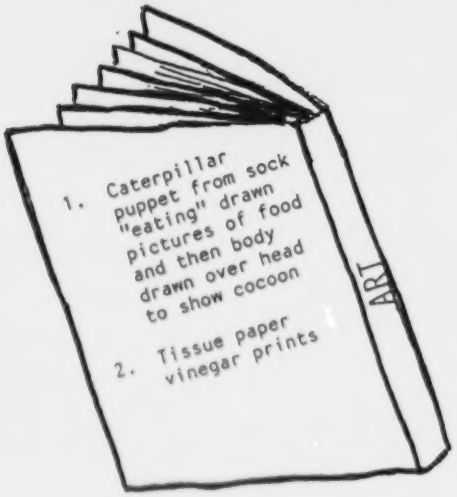
The Literature Web: A Sample

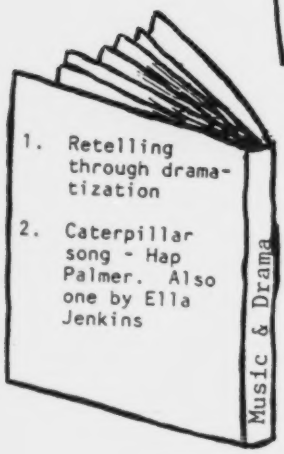

Values Clarification
Do other people have bad days?
How can we change these days?
What things cause you to have a good day?
Literary Awareness
Who is the main character?
Does the character change in the story?
From whose point of view is the story told?
Personal Response
How did you feel about the story? the story?
Have you ever felt like Alexander?
What made you feel that way?
Writing
Write about the time when you felt like Alexander.
Write a story that is about a good day.
Write a short poem about this story.
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.
Drama
Drammatize the events in the story.
Pretend you are Alexander's Mother.
Pretend you are Alexander's Father.
Related Literature
Compare this story with: Nothing Ever Happens on My Block, Rotten Ralph, and the poems Revenge and Questions
Awareness of Art
How did the illustrator show Alexander's feelings?
Compare the artwork in this book to the art in Nothing Ever Happens on My Block.
Art Activities
Draw a picture of the things that make you have a very good day.
Draw a picture of the things that make you have a no good day, very bad day.

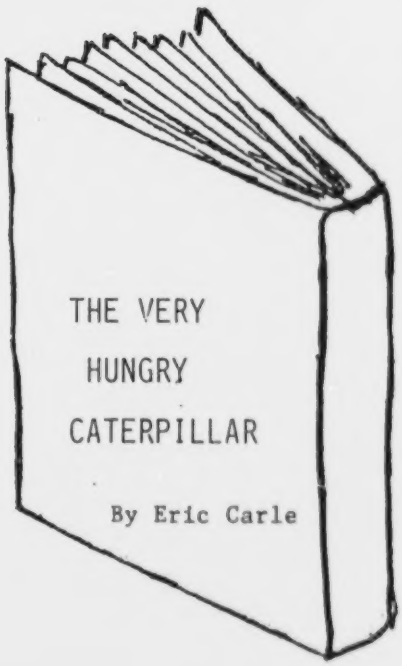
Stoodt, Barbara. Reading Instruction. Boston:Houghton-Mifflin, 1981, p. 333.

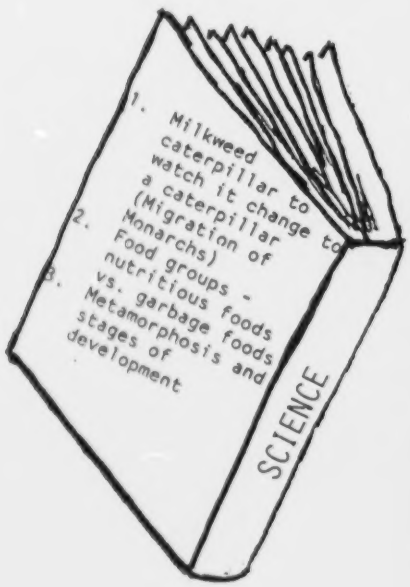

Charlotte's Web
by
E. B. White
Literature
BOOKS
How to Eat Fried Worms: Thomas Rockwell
Frog and Toad Together: Arnold Lobel
Arthur's Nose: Marc Brown
Winnie the Pooh: AA Milne
George and Martha: James Marshall
Language
- Retell the story or part of it on a tape recorder
- Extend the story by telling what happened to a "special" one of Charlotte's babies
Music and Drama
- Dramatize story
- Sing "The Itsy Bitsy Spider"
- Make up a song about Charlotte to a common tune
- Act like each animal in the story and see if someone else can guess
Art
- Make a spider's web out of a coffee filter and write a word describing your friend in the center
- Make spiders out of pipe cleaners
Cooking
- Make a birthday cake for Charlotte's babies
- Make "pig" shaped (special cookie cutter) cookies
- Make spider shaped rolls/ pretzels
Math
- Calculate how long and how many generations it would take to produce 10 million spiders beginning from 1 spider
Reading Skills
- Oral reading with expression
- Tell sequence of events
- Make a comparison chart of Templeton's good and bad points
Science
- Make a book of "spider foods"
- Research what rats eat or any other of the animals
- Make a chart showing the life cycle of a spider
- Research all the kinds of food/ meat which comes from a pig
Writing
- Write a letter to Templeton telling him how you feel about him
- Make an award for several characters in the book


1. Sequencing
a. numbers
b. days of week
2. Matching speech to print - days of the week
3. Retelling or dramatizing with the art activity
Reading Skills

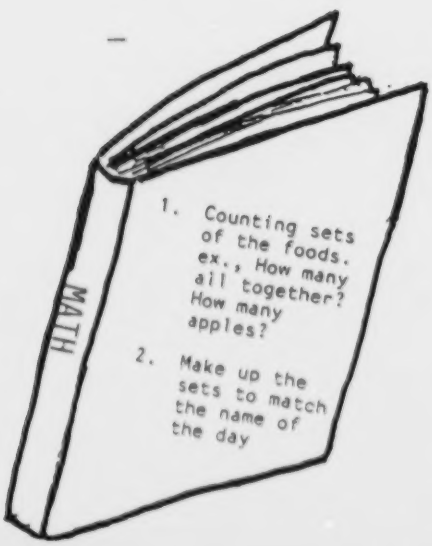

1. Caterpillar puppet from sock "eating" drawn pictures of food and then body drawn over head to show cocoon
2. Tissue paper vinegar prints
ART






1. Milkweed caterpillar to watch it change to a caterpillar
(Migration of Monarchs)
2. Food groups - nutritious foods vs. garbage foods
3. Metamorphosis and stages of development
SCIENCE

LANGUAGE
1. Make individual mini books following the format: On Monday I... (children fill in their own ideas)
2. Oral retelling
3. Extend the story - create story about the life of the .....



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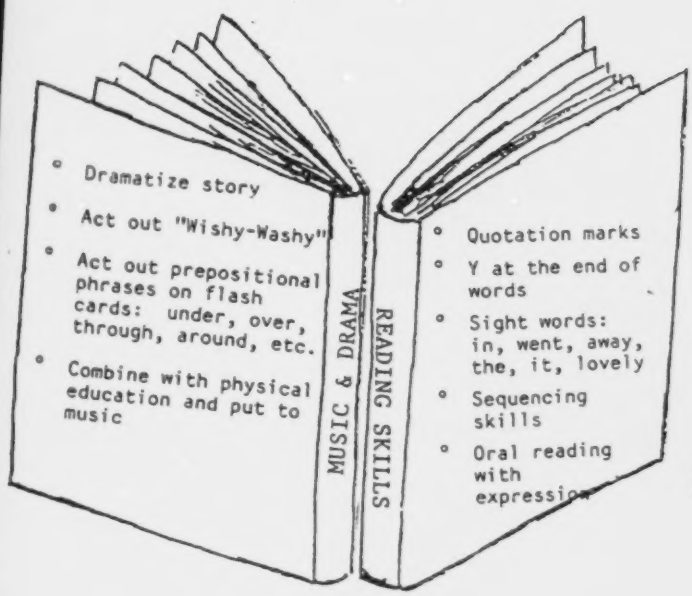
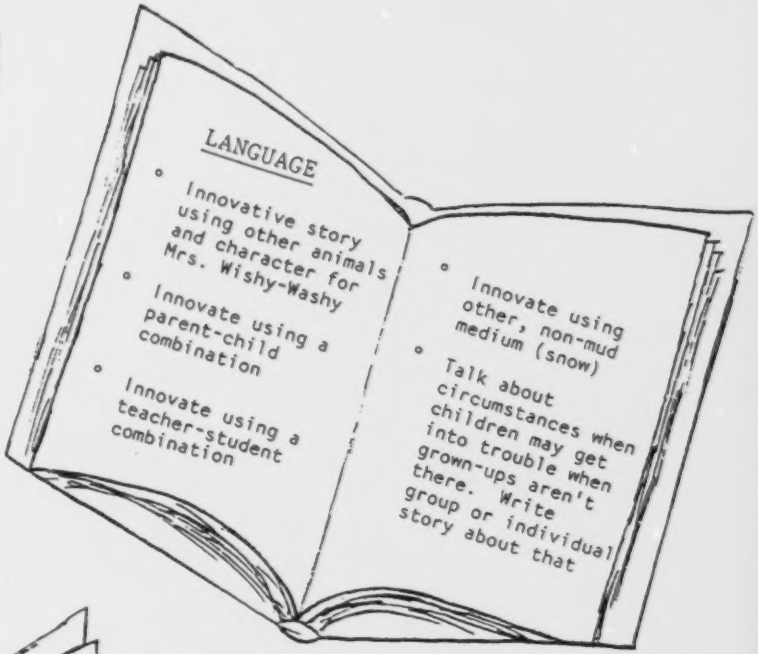
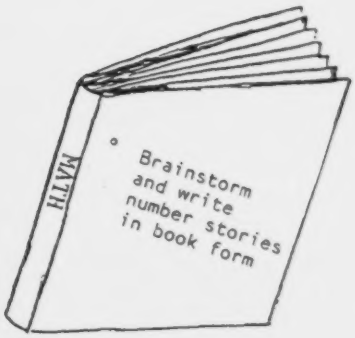
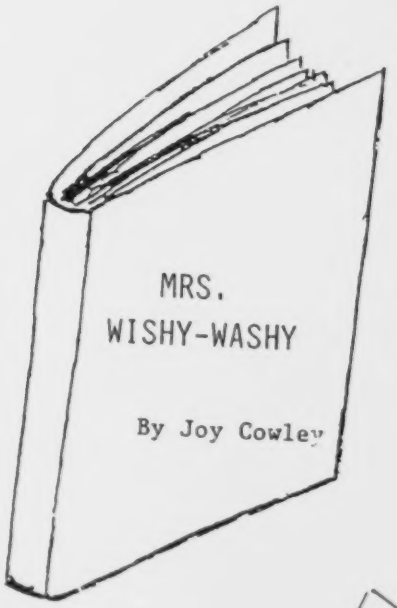
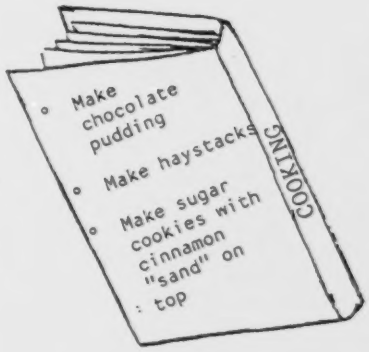
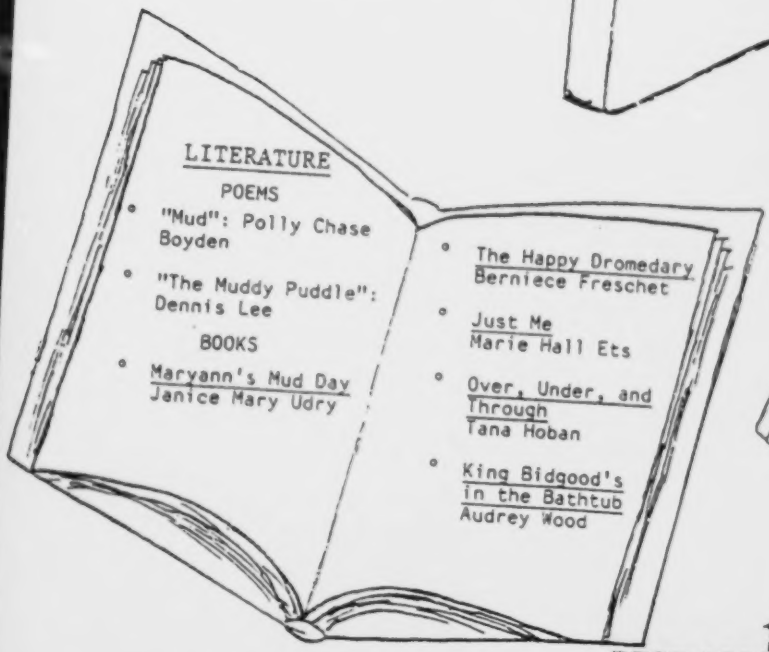

MUSIC & DRAMA
Dramatize story
Act out "Wishy-Washy"
Act out prepositional phrases on flash cards: under, over, through, around, etc.
Combine with physical education and put to music
READING SKILLS
Quotation marks
Y at the end of words
Sight words: in, went, away, the, it, lovely
Sequencing skills
Oral reading with expression


LANGUAGE
Innovative story using other animals and character for Mrs. Wishy-Washy
Innovate using a parent-child combination
Innovate using a teacher-student combination
Innovate using other, non-mud medium (snow)
Talk about circumstances when children may get into trouble when grown-ups aren't there. Write group or individual story about that








LITERATURE
POEMS
"Mud": Polly Chase Boyden
"The Muddy Puddle": Dennis Lee
BOOKS
Maryann's Mud Day Janice Mary Udry
The Happy Dromedary Berniece Freschet
Just Me Marie Hall Ets
Over, Under, and Through Tana Hoban
King Bidgood's in the Bathtub Audrey Wood

ART
"Mud" finger-paint (with paint or chocolate
Illustrate Mrs. Wishy-Washy or an innovative version told by child
Make collage of animals from Science discussion
Make "Muddy Mural" of animals which live in the mud
Illustrate other "mud" books and prepositional phrases

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The following pages are directions for a number of generic activities appropriate for most books.

The activities are aimed at improving over all comprehension in a motivating, enjoyable way.

POCKET FOLDER FELT BOARD

Materials Needed:

1 Pocket Folder
1 Square felt
Small amount of flannel or felt
2 copies of a Children's book

Equipment/supplies needed:

Scissors
Glue
Pencil

Procedure:

1. Glue felt square on right hand side of open pocket folder.
2. Put one book in left pocket.
3. In second copy of book, circle main characters in book or main scenes.
4. Cut out circled scenes or main characaters.
5. Glue small pieces of flannel or felt on back of cut out scenes or main characters.
6. Decorate front of folder with pictures from the book or the book cover.

Activities:

1. Read book to child
2. Next time as you are reading book, have the child place scenes or characters on felt board matching those on the appropriate pages.
3. Have child tell you the story in proper sequence using the felt board.
4. Have child tell you what she/he would do if she/he were the main character in the book.
5. Have the child make up her own story characters or a different ending to the story using the felt board.

WHEEL OF FORTUNE

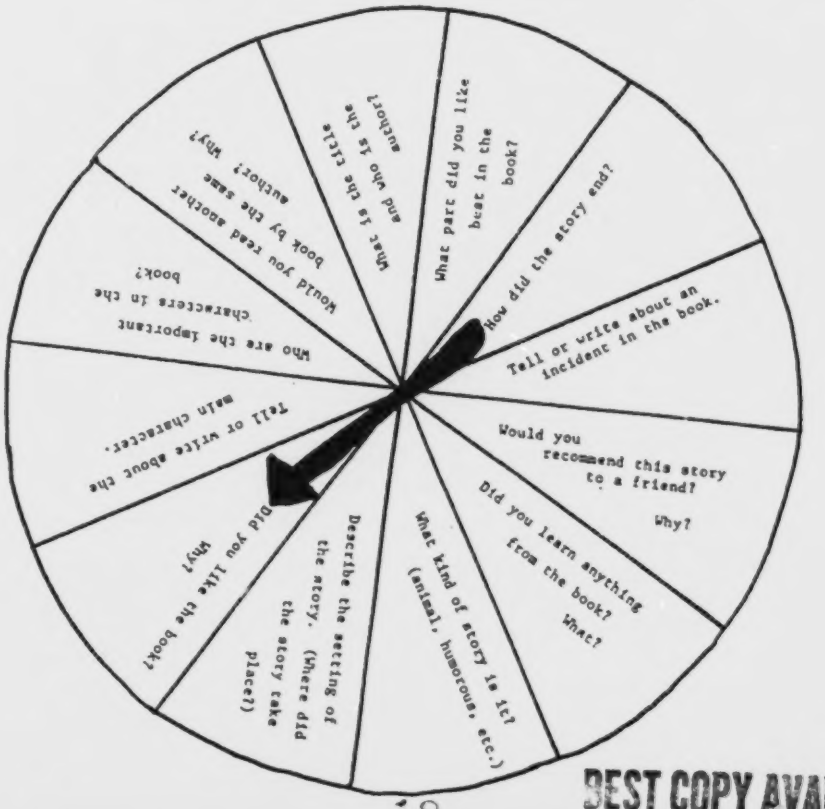
Materials Needed:
- Brass Fastener
- Plastic lid (from butter tub, for example)
- Lightweight cardboard or poster board
- copy of question wheel

Directions: Make your own "Wheel of Fortune" spinner.

Photocopy the Question Wheel. Cut it out, then glue onto poster board.

Cut an arrow out of the plastic lid. Put the brass fastener through the arrow and through the Question Wheel leaving enough slack so that the arrow spins freely.

To Play: Spin the wheel and answer the question to which the arrow points. Each question answered correctly earns 20 points. See if you can earn 100 points!


What part did you like best in the book?
How did the story end?
Tell or write about an incident in the book.
Would you recommend this story to a friend? Why?
Did you learn anything from the book? What?
What kind of story is it? (animal, humorous, etc.)
Describe the setting of the story. (Where did the story take place?)
Did you like the book? Why?
Tell or write about the main character.
Who are the important characters in the book?
Would you read another book by the same author? Why?
What is the title and who is the author?

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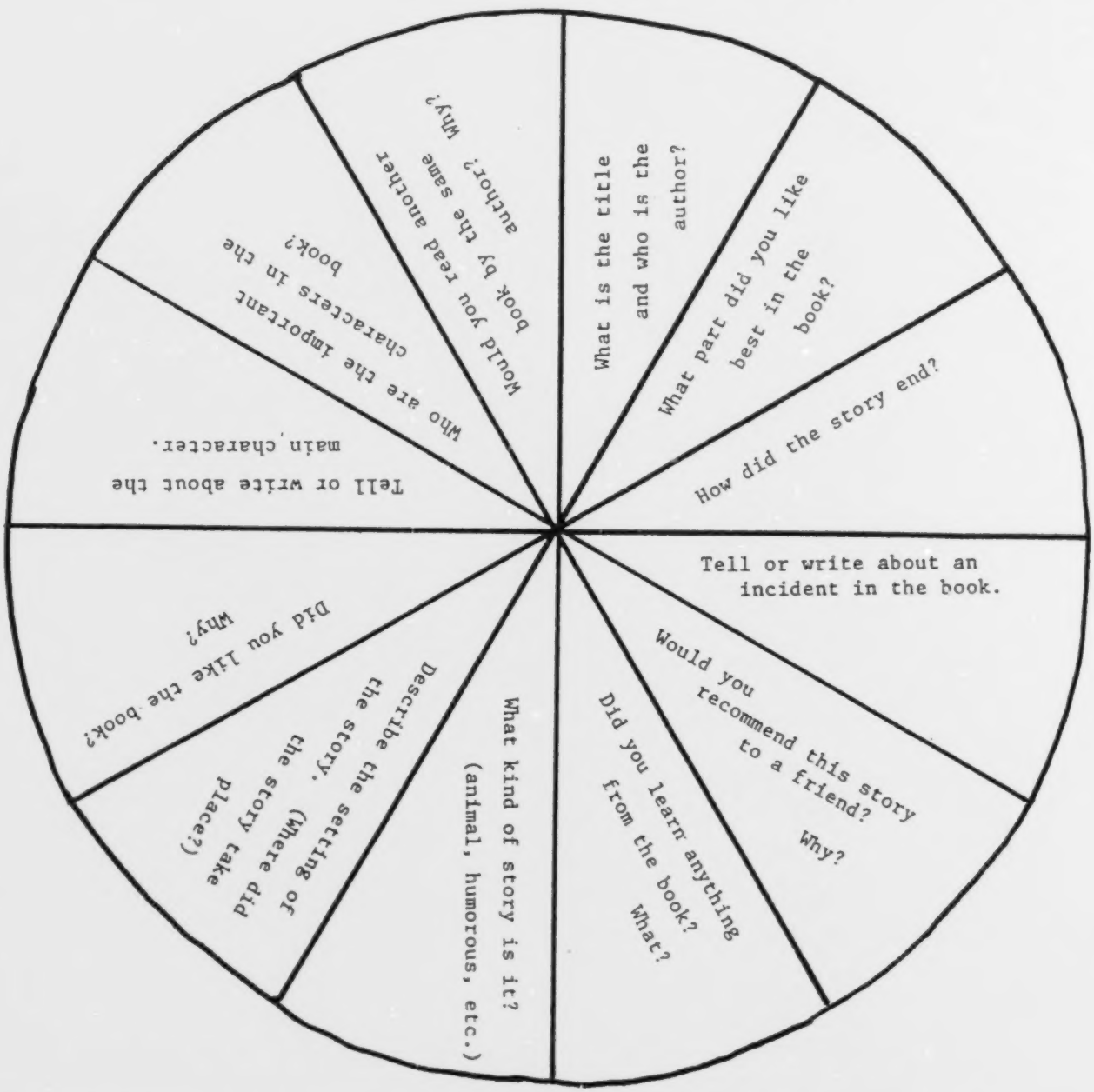
WHEEL OF FORTUNE

Question Wheel


What is the title and who is the author?
What part did you like best in the book?
How did the story end?
Tell or write about an incident in the book.
Would you recommend this story to a friend? Why?
Did you learn anything from the book? What?
What kind of story is it? (animal, humorous, etc.)
Describe the setting of the story. (Where did the story take place?)
Did you like the book? Why?
Tell or write about the main character.
Who are the important characters in the book?
Would you read another book by the same author? Why?

CHARACTER BIO-POEM

PROCEDURE:

1. Brainstorm for positive words which describe people and list them on a piece of paper. Ie: happy, silly, intelligent, mature
2. Read the sample poems together.
3. Discuss the format of the poem and how each line could be completed about yourself.
4. Pick a character from the book and then complete a bio-poem about that character.

Write the character's first name _____

Write 3 or 4 traits which describe the character _____

Complete the following Who feels _____

Complete the following Who would like _____

Complete the following Who needs _____

Complete the following Who _____

Complete the following Resident of _____

Write characters last name _____

SAMPLES:

Wilbur
Humble, Radiant, Caring
Who feels happy to be alive
Who would like to care for Charlotte's babies
Who needs love and friends
Who misses Charlotte
Resident of Arable Farm
Pig

Jim
Superb, sweet, funny
Who feels weird
Who would like to be a soccer star
Who needs ascholarship
Who is a very good friend
Resident of Cortland, NY
Jacobs

CHARACTER/CINQUAIN

Write a cinquain poem about a character in the book. A cinquain poem follows this format:

1st line - first name

2nd line - two words which describe person/character

3rd line - three words which give action describing person/character

4th line - two words which show some kind of feeling

5th line - last name

SAMPLE:

Charlotte
Writer, Trapper
Spinning, Caring, Thinking
Empathetic, Sensitive
Spider

NOTE: It may help to brainstorm ahead for

1. words which describe
2. action words
3. feeling words

ADDITIONAL IDEA - Write a character cinquain about yourself or a favorite friend or relative.